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ABSTRACT

These micro-units of instruction are designed to teach fourth and fifth grade students the multi-ethnic heritage of America. They emphasize the free and open acquisition of knowledge through the inquiry method. Multiple sources are used in each unit and the range of difficulty should enable the student to show progress in skill development as well as content knowledge. The units included in this work are: 1) American Mosaic; 2) Immigrants All; 3) Human Rights; 4) Who is a Patriot; 5) The Myth of the Negro Slave; 6) Americans All; 7) What is a Democracy?; 8) Afro-American Contributions; 9) Ideas for Expansion. Each unit is outlined in terms of concept, generalization, behavioral goals, and teaching procedures. A bibliography is included at the end of each unit. Other documents from the Task Force are SO 005 534 through SO 005 551. (FDI)

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SP005 540

TASK FORCE ON MINORITY CULTURES

INTRODUCTION

The micro-units of instruction included within this publication were developed and field tested by members of the Task Force on Minority Cultures of the Minneapolis Public Schools.

The Task Force on Minority Cultures represents a commitment by the Board of Education to the teaching of the multi-ethnic heritage of America. The Task Force seeks to provide leadership and assistance in the vital area of education for human understanding.

In order to create a lasting impression in the mind of the young learner, it is felt that the student should be deeply involved in the learning process. It is for this reason that the following units are based primarily upon the free and open acquisition of knowledge through a process which may be labeled as inquiry. Multiple sources are used in each unit and the range of difficulty should enable the learner to show progress in skill development as well as in content knowledge.

The units were designed for use with the fourth and fifth grades of the Minneapolis Public Schools.

Christian K. Skjervold

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AMERICAN MOSAIC

Viola Johnson
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Minneapolis Public Schools
Task Force on Minority Cultures
October, 1968
C. Skjervold, Project Administrator

I. American Mosaic - (Americans All)

II. Concept: Interdependence - (Diversity)

III. Generalization: The interdependence of a group in a complex contemporary society serves as a bond which holds that society together. The United States has been enriched by a diversity of peoples who joined together in building a great nation. Our understanding of the development is deepened as we more fully appreciate the value of the role of various groups of people.

IV. Goals:

A. Given a set of references of four Negro, four Caucasian, and four Indian contributors the learner will be able to choose one to research and prepare a short report showing how his contribution has helped make America a great nation.

B. Given a blank section of a jigsaw puzzle of our nation the learner will be able to write the name of one contributor and his contribution on the puzzle piece and later, with his classmates, add his section to assemble the "American Mosaic."

V. Setting the Stage:

Give six children a section of the red puzzle pieces to put together to complete the frame. (Complete for the other three colors - red, yellow and black (or brown). What did we do? Do you like your puzzle? Why or why not?

Possible responses: That's no puzzle; It's all the same color; There's no picture on it; there's no design.
Let's place them together to make a large square. Now does it look better? What do we have now? How is it different from each little puzzle?

Possible responses: It looks better; It has more colors; It's prettier but it still doesn't look right.

Can you think of a way to make this puzzle more interesting?

Possible responses: Let's mix them up, or Let's trade them around.

On completion the puzzle will be a mosaic depicting a child's face of the four colors.

Possible responses: Who ever saw a face of four different colors?

You are right but could this be a symbol? Do you know what a symbol is? Or could you give an example of a symbol?

List things the children name . . . . "flag". Pictures might be used to help children.

Yes, the "flag" is a symbol of our nation, (you notice the flag has many colors, yet it takes all the colors to make the flag). Can you think of some other symbols of our nation:

Nation and race might have to be explained.

Possible responses: "Eagle", "red, white and blue", "mountains", "seas", "grass", (pull until you get people).

Then if it is true that the things you have named are symbols of our nation, could it also be true that the mosaic of a face of many colors might also be a symbol of our nation? If so, what do you think it symbolizes.

Possible responses: People! All kinds of people, who live in our nation.

Yes, this is true. Then if it is true that all races of people make up our nation could it also be true that all races of people have also made significant contributions to help make our nation great?

VI. Establishing Criteria for Use of Data:

Let's look at some pictures of people who have lived or are living in our nation.

Suggestion to the teacher: Picture of Negro, Caucasian and Indians who have made contributions are displayed.

Negro	Caucasian	Indian
Daniel Hale Williams	Walter Reed	Chief Joseph
Charles Drew	Thomas Edison	Jim Thorpe
Mary McLeod Bethune	Henry Ford	Charles Curtis
Jan Matzeliger	Alexander Graham Bell	Maria TallChief
Marian Anderson	Mayo Brothers	Will Rogers, Jr.
George Washington Carver	George Washington	Samoset
Martin Luther King	Abraham Lincoln	Sequoya
Ralph Bunche	Eli Whitney	Squanto
Booker T. Washington	Cyrus McCormick	Sacajewea
Jackie Robinson	Babe Ruth	
Benjamin Banneker		

Do you recognize any of these people? Why do you recognize them? What did they do?

All answers and guesses should be accepted and/or recorded.

The teacher may then ask: Who are these other people? Is it possible that they too, might have made contributions that helped make our nation great? How can we find out?

Possible responses: We could look in our books. We could look it up.

Let's list some materials we might use to find about these people.

What resources do we have?

Teacher will record material children name and supply that which is needed.

Materials:

Pictures
Texts
Pamphlets
Excerpts from books
Clippings from newspaper and magazines
Children's books
Filmstrips
(Leave open for additions or deletions)

VII. Dividing Into Groups:

A. Pupils may choose the picture of their choice to research.

B. Pupil groups may choose or be assigned to pictures to research.

VIII. Collecting Data:

Each group should choose a chairman, decide how to report to the total group and how to organize and record the data they find to make it interesting and clear.

Possible Outline:

I. Name of person and race

II. Contribution the person has made

III. Source of Information

IV. How you think his contribution has helped make our nation great.

IX. Summary:

Children's reports are open to challenge by other students.

The original hypothesis researched by each group should begin each final report. Conclusions should be drawn in the light of the evidence we have found, leaving room for further exploration.

The mosaic map is to be completed by the children - showing or symbolizing all races who have worked together and added their contributions to help make our nation great.

Each child is to be given a blank section of a jig-saw puzzle of our nation on which he is to write the names of one contributor and his contribution to help complete the puzzle.

X. Evaluation:

How well did we research the problem?
Did we make use of our resources?
Did we use a variety of resources?
Did we find all people who have made our nation great?
Did we make a true American Mosaic?
Do you think we could find more people who have made contributions of whom we are not aware?

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INDIANS OF NORTH AMERICA (Southwest)	15 min.

VJ:mg
October, 1968

IMMIGRANTS ALL

Marcia Hudson

Minneapolis Public Schools
Special Task Force on Minority Cultures
Spring, 1969
C. Skjervold, Project Administrator

I. Immigrants All

II. Generalization: People of all races, religions, and cultural heritage have contributed to society. Americans owe a debt to historical and modern contributors from all cultures.

III. Concept: Pride in heritage of all peoples.

IV. Behavioral Goals:

A. The learner will depict, in comic book style, the story of three or four periods during Mary McLeod Bethune's life.

B. The learner will construct a mural showing the contributions of Benjamin Banneker.

C. The learner will make a small booklet containing a paragraph comparing the famous speeches of John F. Kennedy, Martin Luther King, and Chief Joseph.

D. The learner will write a report proving or disproving the problem being researched which he will present to the class.

E. The learner will list three ways by which he learned about the contributors.

V. Setting the Stage for Learning:

The teacher will use a recording of "The Star Spangled Banner" to introduce the unit. The title will not be disclosed to the students.

Teacher: Does anyone recognize this music? What is it?

Possible Responses:

1. National song
2. Song of our country
3. Star Spangled Banner
4. National anthem

Teacher: How did you know this?

Possible Responses:

1. I heard it before.
2. It's played before baseball games.
3. We learned it in school.

Teacher: This is our national anthem. When we hear it, we are reminded of our country. Can you think of some other things that remind us of our country? (Teacher will list all the responses from the children.)

These are all symbols of America.

Have we forgotten any symbols? Let's check to find out. (Use transparencies of symbols for review.)

Do all Americans feel the same way about the symbols?

How do you think someone from another land would feel when they see these symbols?

Let's look at a film about people from other lands who came to live in America.

Show the film Land of Immigrants. Have learner look for symbols. Also look for lands of origin.

Teacher: (after viewing the film) Did you see any symbols in the film? What were they?

Why were the immigrants happy to see the Statue of Liberty?

Possible Responses:

1. They knew they had reached America.
2. They were tired.
3. They knew they were in the land of freedom.

Teacher: Who were the immigrants? From what lands did they come? (List responses from children.)

VI. Key Problem:

If this is true that immigrants came here from so many different countries then how was it possible for them to make America into ONE great nation?

Possible Responses:
(Use transparencies or pictures to guide toward wanted response.)

1. Working together
2. Playing together
3. Living together
4. Sharing together

Teacher: What were some of the things that immigrants shared with one another?

Possible Responses:
(Information the children recall from the film)

Use a picture of a racially integrated group of children, workers, etc.

Teacher: Here is a picture showing some of the people living in America today. Their ancestors were immigrants. Do you suppose all of their ancestors contributed to making America ONE great nation?

Did we include all of the immigrants on our chart? Did we leave out any group of contributors?

Possible Responses:

The Black
Was the Black a contributor?

Teacher: How are we to know? (Hypothesis)

If this is true that we can find information about the contributions of other immigrants then it is true that we can gather similar information about the Afro-American contributor.

VII. Establishing Criteria for the use of Data:

Teacher: What resources do we have?

Possible Responses:

Films	Books	Records
Filmstrips	Tapes	Pictures
Newspapers	Television	Magazines

*(Note of Explanation: The reading achievement level of many fourth grade children limits the amount of reading research which can be done. The attempt in this unit is to show that research can be done through the use of various other media. The more able fourth grade reader may desire to research in a book(s).)

Possible Criteria Suggested by Pupils Might Be:

1. Agreement from many sources; i.e., newspapers, movies, books
2. How carefully the writer researched the details
3. The year(s) the material was written (allow for additions and deletions)

VIII. Dividing into Groups:

*Groups may be set up according to hypotheses set up, interests, methods of research, reading achievement levels, etc.

Each group chooses a chairman and defines the responsibility of the chairman and the group.

IX. Collecting Data:

Each group, with its chairman, will decide at the beginning (1) how to report to the total group and (2) how to organize and record the data they find to make it clear and useful.

X. Summary of Data:

Panel presentation by a group open to questions by other students, brief reports, role playing are open to challenge by other students. The original hypothesis researched by each group should begin each final report. Conclusions should be drawn "in the light of the evidence we have found," leaving room for further exploration.

XI. Evaluation:

1. How well did we research the problem?
2. Did we make wide use of resources?
3. Did we judge carefully whether or not the resource presented the truth?
4. Did we withhold judgement until all data was collected?
5. Do you know any other people who have made contributions? Do you know how they contributed? Is it possible there could be other contributors from minority groups we could learn about?

FIRST DAY:

Record: "Star Spangled Banner"
Film: "Land of Immigrants"
Transparencies: Symbols of U.S.A. - Flag, Eagle, Statue of Liberty, etc.
Pictures: Children in an integrated class
A football team showing men of other races
Workers of many races on same job

SECOND DAY:

Mary McLeod Bethune
Use several books (suggested)
Word Pictures of Great Negroes - Derricotte
Child's Story of the Negro - Shackleford
She Wanted to Read - Carruth
Filmstrip)
) SVE
Record)
Transparencies: Teacher made
Worksheet (suggested)
Construct a comic-strip style story

THIRD DAY:

Benjamin Banneker
Filmstrip)
) SVE
Record)
Word Pictures of Great Negroes - Derricotte
They Showed the Way - Rollins
Your Most Humble Servant - Graham
Individual mural of Banneker and his contributions

FOURTH DAY:

Sacajawea
Tape of her life: Teacher made
Paragraph to write: Did Sacajawea make a contribution?

FIFTH DAY:

Speeches of King, Kennedy and prayer of Chief Joseph
Pictures of King, Kennedy and Chief Joseph
Compare speeches
Evaluate unit

MINORITY CONTRIBUTIONS

NAME OF CONTRIBUTOR BEING RESEARCHED

_____

SOURCES USED IN RESEARCH

_____ YEAR _____

_____ YEAR _____

_____ YEAR _____

_____ YEAR _____

_____ YEAR _____

SIGNIFICANT EPISODES IN THE CONTRIBUTOR'S LIFE

EARLY LIFE _____

_____

_____

YOUNG ADULT _____

_____

_____

LATER LIFE _____

_____

_____

THE WAYS THE CONTRIBUTOR SHARED IN THE MAKING OF AN INTERESTING AND BETTER AMERICA _____

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MH:mg

HUMAN RIGHTS

Marcia Hudson

Minneapolis Public Schools
Task Force on Minority Cultures
January, 1969
C. Skjervold, Project Administrator

"Treat all men alike. Give them all the same law. Give them all an even chance to live and grow. The earth is the mother of all people and all people should have equal rights upon it."

From the prayer of
Chief Joseph of Nez Perces

I. Human Rights

II. Concept: Freedom and Equality

III. Generalization: The balance is particularly favorable to a lessening of prejudice when the ethnic groups meet on personal terms, on a common task, with shared interests or tastes that run across ethnic lines and on terms of social and economic equality.

IV. Goals:

1. Given a set of rights as stated by U. N. Commission on Human Rights the learner will illustrate his interpretation of of one of the rights.

2. Upon completion of the reports on the four minority group contributors the learner will write about the problems these people had to overcome to have their freedom.

V. Setting the Stage:

The teacher has prepared a set of transparencies as follows:

1. Four different kinds of trees
2. Four fur bearing animals
3. Four flowers
4. Four birds
5. One set of four cats - all the same except coloration
6. One set of children, of both sexes, about same age group, of different races.

As the first transparency is shown, the teacher will ask children to identify the ways in which trees are the same.

Possible Responses:

- They are all trees.
- They are all growing things.
- They all have leaves (needles).
- They all have the same needs.

Transparency two is shown.
Teacher: How are these things alike?

Possible Responses:

- They are all animals.
- They are all fur bearing animals.
- They are all living things.
- They all have the same needs.

Transparency three is shown.
Teacher: How are these things alike?

Possible Responses:

- They are all flowers.
- They are all wild flowers.
- They are all growing.
- They all have some of the same needs.

Transparency four is shown.
Teacher: How are these things alike?

Possible Responses:

- They are all birds.
- They all have feathers.
- They all fly.
- They are all living.
- They all have some of the same needs.

Teacher will show transparency five.
Teacher: How are these things alike?

Possible Responses:

- They are all cats.
- They are all drinking milk.
- They all have fur.
- They are all living.

Teacher: How are these cats different?

Possible Response:

- They are different in color.

Teacher: Could they be different in any other way?

Possible Responses:

- Size
- Color of their eyes
- Health

Teacher will show transparency six.
Teacher: How are these alike?

Possible Responses:

- They are people
- They are all children.
- They are all about the same age.

Teacher: How are these children different?

Possible Responses:

- Some are boys and some are girls.
- They are different races.
- Some are blondes.
- Some are brunettes.
- Some have straight hair.
- Some have curly hair.
- They are not dressed alike.
- Their eyes are different colors.

Teacher: How else are they different?

Possible Responses:

- They have different parents.
- They have different homes, clothes, etc.
- They might come from different lands.

Teacher: Even if the children come from different lands, there are ways in which they are all alike.

Possible Response:

- They have the sense of hearing, seeing, smelling and touch.

Teacher: Do we have any other feelings?

Possible Response:

How we feel, like whether we are happy or angry.

Teacher: How do you feel when you see this symbol of the United States? (show transparency of flag)

Possible Responses:

- happy
- patriotic
- proud
- freedom
- equality

Teacher: Why do we get these feelings when we see the flag?

Possible Response:

- America stands for freedom and equality.

Teacher: What do we mean when we use the words freedom and equality?

Possible Responses:

- Everyone is equal.
- Hypothesis - If it is true that everyone is equal, then it is true that everyone is treated alike.

Teacher: Perhaps we can explain that sentence.

*Possible Responses:

- Everyone is treated the same.
- Free to go to the church of your own choice.
- Free to go to schools.
- Free to think.
- Free to vote.

Teacher: Let's list these human rights so we will be able to refer to them.

Teacher: If it is true that the American flag stands for freedom and equality and everyone is entitled to these rights as a human being then it is true that all the people of America have these rights. Let's look again at our last transparency. Do these people all have the same rights?

How can we find out? How can we collect information?

VI. Establishing criteria for the use of data:

Teacher: What resources do we have?

Possible Responses:

- Films
- Filmstrips
- Television
- Records
- Newspaper
- Books
- Tapes
- Magazines
- Pictures

(*Note of explanation: The reading achievement level of many fourth grade children limits the amount of reading research which can be done. The attempt in this unit is to show that research can be done through the use of various other media. The more able fourth grade reader may desire to do research in a book(s).)

Possible criteria suggested by pupils might be:

- Agreement from many sources; i.e., newspapers, movies, books

- How carefully the writer researched the details
- The year(s) the material was written
  (allow for additions and deletions)

VII. Dividing into Groups:

*Groups may be set up according to hypotheses set up, interests, methods of research, reading achievement levels, etc.

Each group chooses a chairman and defines the responsibility of the chairman and the group.

VIII. Collecting Data: (See guide sheet at end of unit)

Each group with its chairman, will decide at the beginning.

1. How to report to the total group and
2. How to organize and record the data they find to make it clear and useful.

IX. Summary of Data:

Panel presentation by a group open to questions by other students, brief reports, role playing are open to challenge by other students. The original hypothesis researched by each group should begin each final report. Conclusions should be drawn "in the light of the evidence we have found" - leaving room for further exploration.

X. *Evaluation:

How well did we research our problem?

- Did we make wide use of resources?
- Did we judge carefully whether or not the resource presented the truth?
- Did we withhold judgement until all data was collected?
- Do you know any other people from minority groups who have made contributions that we could learn about?

*Use behavioral goals

First Day:

Record: America the Beautiful

Play one verse as introduction to the unit.

Transparencies:

1. Four trees (coniferous and deciduous
2. Four animals (fur bearing)
3. Four flowers
4. Four birds (different kinds)
5. One set of four cats - all the same except coloration
6. One set of children, of both sexes, about same age group, of different races.
7. U. S. flag

Second Day:

1. Chart: Human Rights

    1. Right to be human
    2. Free speech
    3. Freedom of worship
    4. Free press
    5. Trial by jury
    6. Freedom to hold meetings
    7. Right to vote
    8. Right of children to go to free schools
    9. Right to join a union
    10. Right to some security in old age

2. Transparency listing these rights

3. Research on Mary Bethune, an educator, to discover equality in education.

    Use record (SVE), filmstrip (SVE) and following books:

    The Child's Story of the Negro
    Shackelford p. 177

    Great American Negroes
    Richardson p. 178

    They Showed the Way
    Rollins p. 32

    Word Pictures of Great Negroes
    Derricotte p. 189

4. Worksheet to systematically keep record of data being researched.

Third Day:

1. Transparencies on the movement of the establishment of a Human Rights Day.

2. Research on Ralph Bunche, a statesman, to discover the role of U.N. in helping to establish freedom and equality throughout the world.

   Books which are suggested:

   Child's Story of the Negro
   Shackelford pp. 207-211

   Great American Negroes
   Richardson pp. 214-226

   Negroes Who Helped Build America
   Stratton p. 51

   Ralph J. Bunche, Fighter for Peace
   Kugelmass A biography

Fourth Day:

1. Review the book Here Comes the Strikeout by Kessler.

   This I Can Read book is very easy reading with the emphasis in story being that through hard work and persistence it is possible to succeed.

   Research for the fourth day will be Jackie Robinson and Willie Mays, baseball heroes.

   The following books can be used:

   Jackie Robinson of Brooklyn Dodgers
   Milton J. Shapiro (biography)

   First Book of American Negroes
   Margaret Young pp. 65, 66

   Willie Mays
   Great American Negroes
   Richardson p. 303

Fifth Day:

Briefly research the life of Marian Anderson.

The following books will be helpful.

First Book of American Negroes
Margaret B. Young p. 54

Negroes Who Helped Build America
Stratton p. 100

Marian Anderson: Lady from Philadelphia
Newman

Great American Negroes
Richardson p. 15

Minority Contributions

My name is _____.

Name of Contributor

_____ _____

Sources used in research - also, How "true" were they?

_____

_____

_____

_____

Significant episodes in the contributor's life.

Early life: _____

_____

Young Adult: _____

_____

Later Life: _____

_____

The human rights this contributor had been denied and what contribution was made.

_____

_____

_____

_____

_____

Human Rights Day

The U.N. named a commission to study the rights of people all over the world.

The Commission on Human Rights said:

People everywhere belong to the same big human family.

They all work with the same kind of hands.

They all think with the same kind of brains.

They all feel with the same kind of feelings.

They all should have the same rights.

The U.N. Commission drew up a Declaration of Human Rights for all people. The Declaration of Human Rights was adapted on December 10, 1948. This is the birthday we celebrate on Human Rights Day.

MH:mg
1/27/69

WHO IS A PATRIOT?

Viola Johnson

Minneapolis Public Schools
Task Force on Minority Cultures
September, 1968
C. Skjervold, Project Administrator

I. Who is a Patriot?

II. Concept: Historical Biases

III. Generalization: The record of the past is irremediably fragmentary, selective and biased. The significance of available historical "facts" varies with the individual who studies them and each generation tends to recreate and rewrite the history in terms of its own needs, aspirations and points of view.

(People of diverse groups have made contributions to our society.)

IV. Goals:

A. The learners will be able to identify four Negroes and one Indian, who made significant contributions in our wars for freedom, who have been omitted from their regular textbooks.

B. Given a set of reference (pictures, books, filmstrips, clippings and tapes) the learners will be able to identify three ways in which historians have interpreted history.

C. Given the same picture to interpret and write about the learners will be able to list or tell at least three reasons why the spoken word is not always valid (accurate).

V. Setting the Stage for Learning:

Show a large picture of a battle scene from one of our Wars for Freedom depicting soldiers from minority races as well as Caucasians.

A Picture of the Revolutionary War, Civil War, War of 1812 or World War I and II might be shown. The picture may be flashed on a screen or held up briefly for all the children to see.

After being told which war the picture represents, ask the children to write a brief summary of what they saw or list three things that impressed them most about the picture. They are then to share their papers with the class.

Possible Results: There will be several different interpretations of the picture. A discussion should follow, while the picture is again shown, bringing out the point that people read into and write what they see in terms of their own aspirations and points of view.

Let children listen to a dramatic tape recording of a historical event to write about and share.

The results would probably be the same as above, different interpretations. After discussion the children should this time conclude

that people read into and write what they hear in terms of their own aspirations and points of view.

The game of "Gossip" might be used instead of a tape or a short filmstrip instead of a picture.

The children should now be able to transfer their generalizations to historians and the writing of history.

Show large pictures of patriots of all races and nationalities. (Robert Smalls, Peter Salem, Ira Hayes, Salem Poor, Crispus Attucks, William Carney, Paul Revere, John F. Kennedy, George Washington, Ulysses S. Grant, Robert E. Lee, Patrick Henry). Let children identify as many as they can and tell what they did. Their answers may be listed and accepted.

How do you know the people you have chosen are patriots? Where did you get your information? (Let children give source of information available or known to them.)

They may then use their textbooks for a quick check to prove their statements.

Several different series of textbooks should be distributed among the children.

Then if these men are patriots because of the things you have told me, could it be possible that the people in the other pictures might have done some of the same things and are also "patriots"? (Children may make guesses based on what they know about other patriots.)

Let's quickly check our books (textbooks) again and see what they did.

The children will not find Negro and Indian patriots in their books.

Possible Response: "They are not patriots or If they are patriots why aren't they in our books?"

Show newspaper clippings, magazine articles, etc., showing that minority contributions have been left out of our history books.

> Do you believe this could be true? Is it possible these people could be patriots and are not in your history books? Why don't we look at some other materials and read about them. You may then decide from what you have read and the criteria (guidelines) you have set up whether they should be considered as "patriots" and worthy of being included in our history books.

VI. Establishing Criteria for Use of Data:

Children may list available materials in the room.

What other materials might you use for information? (Add to list already started.)

Newspaper articles (conflicting as well as agreeing)
Documents
Magazines (use articles as recent as possible)
Films
Pictures

The foregoing criteria should be flexible and open to allow for addition or deletion.

(I will give children materials for research on Indian and Negroes because of limited time.)

VII. Dividing into Groups:

Only one or two pictures may be chosen to research by the class or groups may be formed using all pictures. (Patriots not in history books.)

A. Appoint a chairman for each group.

B. Two or more groups may report on the same person using the same articles (the children will then be able to see how the reader and writer influence what is recorded as history, which goes into our textbooks).

VIII. Collecting Data:

Each group will decide on:

A. How they will report to the class.

B. How they will record and classify their data and make it interesting to the group.

An outline may be made to help students organize their material effectively.

Possible Outline:

I. Name of Person

II. War they fought in (date)

III. What they did.

IV. In what way have they helped humanity

V. How do their deeds compare to those of the patriots you already know about?

VII. Summary of Data:

Groups present their information or reports to the class, who will act as challengers. Conclusions should be drawn from the evidence presented and discussed by the class.

After discussion you might ask: "Do you think these people belong in our history books as patriots?" "Why weren't they in our books?"

Evaluation:

How well did we research the problem?
Did we make wide use of resources?
Did we judge carefully whether or not our material was factual?
Did we withhold judgement until all the data was collected?

Are there some other patriots who have been omitted?
What criteria do you think the historians used when they wrote history and left them out?

The Teacher Guides and attempts to draw from the concept of "Historical Biases."

Note to Teacher:
The pictures used in this unit were of people taken from any era in history. The same unit might be used when teaching the Revolutionary War, Civil War, War of 1812 or any of the other wars by restricting the characters to a particular era.

Activities:

1. Give children books and materials to read about people from minority races and have them using their own textbooks - discover where the information is left out and rewrite the material putting some of the contributions in where they belong.

2. Choose pictures of battle scenes of our wars for children to draw as they see them after using research and completion of the unit.

Materials:

Filmstrips and Records
Minorities Have Made America Great
Legacy of Honor

Newspaper Articles

Magazine Articles

Pictures

Books

Textbooks:

Together in America -- Johnson
Negroes Who Helped Build America - (A good book to compare with their own texts)
Great Negroes Past and Present - Adams
The New Indian - Steiner (excerpt lifted on Ira Hayes)
The Child's Story of the Negro - John D. Shackleford
Pioneer of Long Ago - Roy and Turner
North Star Shining - Hildegarde Hoyt Swift
Crispus Attucks - Boy of Valor - Millender
Captain of the Planter - The Story of Robert Smalls - Sterling
Pioneers and Patriots - Toppin
Worth Fighting For - McCarthy and Reddick

Teacher References:

Before the Mayflower - Lerone Bennett, Jr.
Eyewitness: The Negro in American History - William L. Katz
The New Indian - Steiner

"Who Is A Patriot?"

The teacher may use the unit "Who Is A Patriot?" for any of the following categories.

Example:

"Who Is An Inventor?", following the same procedure but using Rillieux, Matzeliger and other inventors along with caucasian inventors, or "Who Is A Scientist?" using George Washington Carver along with Luther Burbank, a caucasian scientist.

Science and Industry

Matzeliger, Jan Ernest. Patented the shoe lasting machine. Revolutionized the shoe industry.

Woods, Granville. Invented steam-boiler furnace. incubator, automatic air brakes, railway telegraph for moving trains.

Morgan, Garret A. Gas inhalator, automatic stop sign (traffic light).

Williams, Daniel Hale. First successful open-heart surgery.

Carver, George Washington. World's greatest chemurgist (worked with peanuts, soil, etc.).

Drew, Charles R. Pioneer in blood plasma. Developed blood bank system.

Latimer, Lewis. Inventor - worked with Thomas Edison and A. Graham Bell. Drew up plans for the first telephone.

Banneker, Benjamin. Astronomer, inventor, mathematician. Helped draw plans for Washington, D. C., Almanac, first clock made entirely in America.

Audubon, John James. Artist, orthnologist, Audubon Society named for him.

McCoy, Elijah. Inventor of many lubricating appliances used on trains and steam ships.

Rillieux, Norbert. Devised a vacuum pan that revolutionized the world sugar refining industry.

Temple, Lewis. Inventor of the toggle-harpoon. Important to New England whaling industry.

Sequoya (Cherokee). Developed a Cherokee alphabet.

Forton, James. Developed a new devise to use in making sails for sailing ships.

Hinton, William A. Developed the "Hinton Test" for syphilis.

Fur Traders, Pioneers, Settlers

DuSable, Jean Baptiste. Founder of Chicago.

Beckwith, (Beckworth) James. Fur trader, explorer. Beckwith Pass on Pacific Coast named in his honor - (discoverer of pass in Sierra Nevada's, 1850).

Explorers

Henson, Matthew A. Polar explorer with Peary expedition.

Nino, Pedro Alonso. Pilot of one of Columbus' ships.

Estevanico (Little Stephen). With Spanish explorers in the South West.

Sacajewea (Bird Woman). With Lewis and Clark expedition.

Music and Art Educators

Wheatley, Phyllis. Poet.

Hughes, Langston. Poet, writer.

Aldridge, Iva. Theater - actor.

Anderson, Marian. Opera.

Tallchief, Maria. Ballerina.

Bethune, Mary McLeod. Educator.

Robeson, Paul. Baritone actor.

Hayes, Roland. Concert artist.

Dett, Nathaniel. Pianist - composer.

Handy, W. C. Originator of the Blues.

VJ:mg
9-15-68

THE MYTH OF THE NEGRO SLAVE

Viola Johnson

Minneapolis Public Schools
Task Force on Minority Cultures
November, 1968
C. Skjervold, Project Administrator

THE MYTH OF THE NEGRO SLAVE

The slaves were real victims of the system. Like enslaved peoples throughout history, the Negroes of eighteenth century America longed for their freedom. They could be peaceful and obedient when they had no other practical choice, but they resented their lot. They showed their resentment in a variety of ways, ranging from individual acts of sabotage to escape and revolt.

I. The Myth of the Negro Slave

II. Concept: "Historical Misconceptions"

III. Generalization: Slavery and race prejudice conspired to stifle ambition and talent in Negroes. Their achievement is the more remarkable when we remember that Negroes were denied the education and other opportunities available to white citizens.

IV. Goals:

A. Given a set of references, the learner will be able to withhold judgement until sufficient data is collected and evaluated.

B. Given a set of references, the learner will be able to list or tell three reasons that show ideals are not always carried out in behavior.

C. Given a set of references, the learner will be able to identify myths and/or stereotypes about slavery and the Negro slave which do not prove to be valid.

D. Given a list of phrases, the children will be able to pick out those which contribute to the stereotyping of the Negro.

V. Setting the Stage:

Put the word "slave" on the board. What does this word make you think of? How have you heard this word used? Are you a slave to anything?

Pictures may be used to prompt such responses as "slave to school," "slave to t.v.," "slave to a clock," etc.

Possible responses from children:

"My mom says I'm a slave to t.v."

"My dad says he's a slave to the clock."

"My mom says she's a slave to housework."

Then if it is true that people can be slaves to all of the things you named, could people also be slaves to people?

Why do you think slaves were brought to America?

Were there slaves in all of the states? (Use map showing states with most slaves.)

Why were most of the slaves in the South?

Let's look at some slides showing slavery in the United States.

Show slides of Negro slaves at work, the master's plantation, his house and the slave quarters.

Follow up with a discussion of the slides:

How do you think the Negro slaves felt about being slaves?

Do you think they minded it? Do you think they were happy? Sad?

Record the children's responses.

. . . . . .

Now let's look at some pictures (slides) of the Negro slave as some historians have pictured him.

Show slides or pictures of the Negro slave happy, carefree, lazy, and satisfied with his lot.

Do you believe these slides of the Negro slave are true?

Go over the questions again to stimulate discussion - might compare with the children's responses already recorded. If they want to add to their responses or even change some of them, it should be permitted.

Then if it is true that the Negro slave was lazy, carefree, and happy, then slavery must have been fun. Then no one fought against it. Then if this is true, the master gave them everything they needed: food, clothing, medicine, and an education.

The children will make guesses which are to be recorded.

. . . . . .

Now let's look at some slides and see how some other historians have pictured the way slaves felt about slavery.

Show slides of rebellions, runaways, and abolitionists.

Discuss slides and two views of different historians.

Then if it is true that they were happy and carefree and the master gave them everything they needed, then why did they try to run away and why did some people think they should be free and have an education.

The teacher might explain the meaning of "abolitionists," insurrectionists," and "rebellions."

VI. Establishing criteria for use of Data:

Now that you have seen two views of historians showing how they felt the Negro slave felt - one set showing him happy, carefree, and lazy and one set showing him rebelling, dissatisfied, and wanting an education - how will we know what to believe about the Negro slave?

What resources do we have?

List the materials the children name.

Books, newspaper clippings, texts, magazines, films, etc.

Other materials I will bring: books, slides, film, etc. Children will research Harriet Tubman, Robert Smalls, or Frederick Douglass as abolitionists; Nat Turner or the Shay Rebellion; and Booker T. Washington or Mary McLeod Bethune as an educator.

The criteria should be open-ended to allow for additions and deletions.

VII. Dividing into Groups:

A. The children may divide into three groups, each taking one of the three topics - abolitionists, insurrectionists, and educators.

B. Several groups may be formed using several people from each topic to research.

VIII. Collecting Data:

Each group should choose a chairman and decide how they are to report their data.

An outline may be given to the children to help them organize their data.

Possible outline:

I. Name of the person.

II. What they did.

III. Were they successful. Why or why not?

They may add to their data or extend their research further if there is time. I will furnish materials for research due to my limited time.

IX. Summary of Data:

The children's reports will be open to challenge by the class. Conclusions should be drawn from the evidence the children reached, leaving it open-ended for further exploration.

X. Evaluation:

Did we make use of a wide variety of resource materials?

Did we withhold judgement until we researched all the data?

Now that we have researched and discussed many sources of material I have some phrases I would like you to check which show how you would describe the Negro slave.

Sheet for Evaluation

- ☐ happy, gay, banjo playing
- ☐ sing sad, mournful songs
- ☐ peaceful, obedient but resentful
- ☐ satisfied with his lot
- ☐ a human being
- ☐ owned by other human beings
- ☐ like any other human being
- ☐ ungrateful, well-paid, and cared for
- ☐ happy, contented, watermelon eating
- ☐ dirty, ragged, shuffling
- ☐ enjoyed serving the master and mistress
- ☐ cooperative but did not like serving the master and mistress
- ☐ longed for freedom
- ☐ not a human being
- ☐ wanted an education
- ☐ went to school
- ☐ did not want an education

Bibliography

Runaway Slave - The story of Harriet Tubman

The Saga of Harriet Tubman - "The Moses of Her People"

Booker T. Washington - Ambitious Boy

By Secret Railway

Harriet Tubman - Conductor of the Underground Railway

Together in America

Nat Turner p. 81
Harriet Tubman pp. 93, 121
Underground Railway pp. 89-93
Booker T. Washington pp. 123-143

They Showed the Way

Nat Turner p. 132
Harriet Tubman p. 126
Booker T. Washington p. 141

Pioneers of Long Ago

The Wonderful Conductor
(Harriet Tubman) p. 179

A Child's Story of the Negro

A Slave Boy's Struggle for an Education: Booker T. Washington p. 129

Great Negroes Past and Present

Nat Turner pp. 22, 77
Booker T. Washington pp. 27, 77

Negroes Who Helped America

Booker T. Washington p. 65

The Progress of the Afro-American

Nat Turner pp. 40, 42
Harriet Tubman pp. 43, 45, 133-135
Booker T. Washington pp. 138-140

Teacher References

Before the Mayflower - Lerone Bennett, Jr.

Eyewitness: The Negro in American History - Katz

A History of the American Negro - Meltzer

Lay My Burden Down
A Folk History of Slavery - B. A. Botkin

The Negro American
A Documentary History - Fiskel, Jr., and Quarles

Materials

Slides

Filmstrips - SVE - Harriet Tubman

Worksheet (evaluation)

Books

Records - SVE - Harriet Tubman

Film

Major Insurrections and Rebellions

Gabriel Prosser - 1800
Denmark Vesey - 1822
Nat Turner - 1831
Toussaint L'Onverture - 1831
Joseph Cinque' (Mutiny on slave ship "Amistad")
John Brown

Abolitionists and Liberators

Levi Coffin
Harriet Tubman
William Lloyd Garrison
Wendell Phillips
Frederick Douglass
Soujourner Truth
Elija Lovejoy
John Woolman
William Wells Brown

Educators

Prudence Crandall
Booker T. Washington
Mary McLeod Bethune
Robert Smalls
Charlotte Forten
Rev. L. C. Lockwood
Daniel A. Payne

VJ:mg
11/21/68

AMERICANS ALL

Erma Trammel

Minneapolis Public Schools
Special Task Force on Minority Cultures
February, 1968
C. Skjervold, Project Administrator

I. Americans All

II. Concept: Pride in heritage of all Americans

Generalization: People of all races, religions, and cultural heritage have contributed to society. Modern America owes a debt to contributors of other places and times.

III. Behavioral Goals:

1. Learner will depict 4 or 5 episodes in cartoon fashion of Mary Bethune's life which were significant in helping her become an important American contributor.

2. Learner will construct from cut paper at least 2 of the 4 contributions of Benjamin Banneker to be used in class mural.

3. Learner will write a report proving or disproving problem being researched.

4. Learners will compare and choose an appropriate title for speeches of John F. Kennedy, Martin Luther King and Chief Joseph.

IV. Setting the Stage for Learning:

The teacher will use a patriotic song such as "Star Spangled Banner" to help learners formulate the concept of patriotism or pride in one's own heritage and respect for all American's heritages regardless of race, color, or religion.

The learners will be given an opportunity to identify title of song. After learners have identified the song as the national anthem, the teacher will ask the following questions:

(When do we usually hear the national anthem?)

Possible responses:

- before baseball games

- before important programs

(How do we feel when we hear the national anthem?)

Possible responses:

- proud

- respect

- happy

The teacher will explain to learners that the national anthem is a symbol to the American people which is honored and respected.

(Are there any other symbols that Americans respect and honor?)

Transparencies will be used to aid learners.

Possible responses:

1. Flag
2. Patriotic songs
3. Statue of Liberty
4. Shield
5. Liberty Bell
6. Eagle (national bird)
7. Star
8. Red, white and blue

(Why are Americans proud of these symbols?)

Possible responses:

- freedom of education, voting, religion, and speech
- symbol of a better life

Do all Americans respect these symbols? Have all Americans enjoyed privileges and rights guaranteed by symbols of our country such as freedom of religion, education, voting, housing, etc.?

(Some discussion should follow.)

The learners will be given an opportunity to view film, "Land of Immigrants" which presents the story of the backgrounds of the people who live in our United States. It stresses that the steady flow of immigrants to our land has come mainly for reasons of freedom and equality. The film relates that many immigrants have tended to form communities of their own nationalities, but their children are becoming more integrated with society as a whole. The film will clarify that we are all American now, but our ancestors were all immigrants; our celebrated traditions and holidays are of "foreign origin"; the characteristics which have made our people "different" are the characteristics which have made our country prosper and make it a good place to live.

After viewing film the learners will be asked to respond to the following questions in the following sequence.

(Who is an immigrant?)

Possible responses:

- one who settles in a new land

(From what continents have immigrants left to come to America?)

Possible responses:

1. Europe
2. Asia
3. Africa
4. etc.

Teacher should have world map for reference.

- If it is true that immigrants came here from so many different countries, how did they find it possible to make America into one great nation?

Possible responses:

- worked together
- fought together
- worshiped together
- lived together
- shared together

(How have immigrants shared with each other?)

Record on chart for future reference.

Possible responses:

1. customs and traditions
2. songs
3. food
4. holidays

5. leaders

6. etc.

Have all Americans shared? Teacher will refer to picture representing people of many nationalities. Have we included contributions of all people who are represented in America?

Have Afro-Americans and Indians contributed to our society?

List any contributions learners might suggest. At this time learners will discover key problem.

(How have Afro-Americans, Indians, or Orientals shared in America?)

How could we find out?

Possible responses:

- books

- research

Teacher will explain inquiry approach to be used in unit. The term research, copyright date, scientist, and sources will be clarified at this time.

How are we to know the truth?

- research

What sources should we use in our research? List on chart.

What sources do we have available in the classroom? List on chart.

How did we know about other contributors?

Possible responses:

- books

- pictures

- films, filmstrips,

- holidays

- television

- newspaper

- magazines.

If this is true that we have learned information about contributions through the sources listed above of other immigrants, then should also be true that we can find similar information about Indians, Afro-Americans or Orientals.

V. Establishing Criteria for Use of Data:

The teacher and fourth grade learners will do research together on the first day. The teacher will read several sources showing conflicting information from, She Wanted to Read, They Showed the Way, and Word Pictures of Great Negroes, about Mary McLeod's early life. The teacher and learners will discuss copyright dates, validity of author and reliable sources. The teacher and learner will use the following sources in research:

1. newspaper
2. filmstrips
3. records
4. transparencies
5. world books
6. biographies

VI. Dividing into Groups:

A. Learners may choose one of several books of their choice for research.

B. Learner groups may choose a contributor to research.

VII. Collecting Data:

The teacher and learners will decide how to report to the total group and how to organize and record the data they find to make it interesting and clear. Learner will be asked to take notes throughout films and oral readings.

FOURTH GRADE

Name of contributor being researched

_____

_____

Sources used in research

_____ Year _____
_____ Year _____
_____ Year _____
_____ Year _____
_____ Year _____

Significant episodes in the contributor's life.

Early life _____

_____

Young Adult _____

_____

Later life _____

_____

The ways the contributor shared in making America an interesting and better place to live. _____

_____

_____

_____

_____

_____

_____

_____

VIII. Summary:

Children's reports are open to challenge by other learners. The original hypothesis researched by each group should begin each final report. Conclusions should be drawn in the light of the evidence we have found, leaving room for further exploration.

The comparison of Kennedy, King, and Joseph's speeches will be used in culminating activity. In deciding on an appropriate title for speeches, learners should come to the conclusions of the concepts, freedom, respect, and equal opportunity for all Americans.

Topic Outline

I. National symbols and meanings (Freedom and equal opportunity for all Americans)

II. Immigration in America

1. Many Nationalities
2. Problems of early immigrants
3. Circumstances for immigrants coming to America (Slavery and Negro immigrants will be discussed with learners.)
4. Foreign ways versus American ways.

III. Indepth study of one or several minority contributors' lives. (Example: Mary McLeod Bethune)

A. Early Life

1. Hardships of contributor's life which were typical of many black people of that time period such as slavery, absence of education, poverty, etc.
2. Problems that Mary Bethune faced should be made relevant to similar problems black people face today.
3. Stress especially to minority learners that although Mary Bethune was raised in dire circumstances she was able to achieve in America through hard work and determination.

B. Adulthood

1. Mary Bethune received help from many Americans regardless of color in return helped people of all colors.

C. Later Life

1. Educator
2. Outstanding American
3. Advisor to President
4. Spingarn medal

(Example: Benjamin Banneker)

A. Early Life

1. Grandson of African Prince
2. Interested in education, stars and mathematics

B. Adult Life

1. Wrote an almanac
2. Printed antislavery material
3. Built first clock in America
4. Helped design Washington, D. C.
5. Predicted solar eclipses and other phenomena of the heavens

Teacher will frequently refer to national symbols, freedom, and equal opportunity throughout research.

Other possible contributors that could be used in research:

1. Benjamin Banneker
2. Crispus Attucks
3. Sojourner Truth
4. Harriet Tubman
5. Frederick A. Douglass
6. Jan Ernst Matzeliger
7. Garrett A. Morgan
8. George Washington Carver
9. Daniel Hale Williams
10. Martin Luther King

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Carruth, She Wanted to Read.

Derricotte, Word Pictures of Great Negroes.

Johnston, Together in America.

Richardson, Great American Negroes.

Rollins, They Showed the Way.

Stanek, Land of Immigrants.

Stratton, Negroes Who Helped Build America.

MATERIALS

1. S.V.E. (Filmstrip) - "Mary McLeod Bethune"
2. Records - "Mary McLeod Bethune"
3. Films -"Land of Immigrants"
   "I Wonder Why"
4. Transparencies - "National Symbols"
   "Important Episodes in Mary Bethune's Life"
   "Important Episodes of Benjamin Banneker's Life"
5. Tape - "Reading from Your Most Humble Servant"
6. S.V.E. Filmstrip and record - "Benjamin Banneker"
7. Charts - Speeches of John F. Kennedy, Martin Luther King, and Chief Joseph.

ET:mg
2/16/70

WHAT IS A DEMOCRACY?

Saundrah Clark Grevious

Minneapolis Public Schools
Task Force on Minority Cultures
November, 1968
C. Skjervold, Project Administrator

I. What is a Democracy?

II. Concepts: Freedom and Equality

Generalization: A democracy is evident when there is freedom: freedom of inquiry, freedom of participation, freedom of opportunity. A democracy is dependent upon the exercising of responsibility, cooperative solutions to problems, integrity, rationality, and the development of an ability to cope with problems.

Materials: Posters depicting aspects of a democracy - artifacts and evidence.

Posters and pictures depicting poverty, discrimination and riots related to race.

Posters and pictures depicting black people in the military and other facets of our life.

Posters and pictures of black and Indian contributions and status. Posters, books, pictures which do not show the minority races.

Bulletin boards.

III. Behavioral Goals:

1. Given a set of pictures, the learner will be able to point out the things which symbolize America as a democracy:

   a. Someone in a voting booth
   b. Someone raising a flag - a class pledging the allegiance.
   c. A soldier
   d. A civilian

2. The learners will be able to identify; three reasons which refute the climate of our nation as truly democratic:

   a. Voting rights; i.e., Mississippi, Alabama
   b. Discrimination, poverty (race), riots (causes)
   c. Textbooks which have left minorities out

3. The learners will be able to use scientific methods of collecting evidence and data in lieu of making judgements. They will make use of books, excerpts of reading in newspapers, magazines, records, tapes, films, filmstrips, etc., and record their findings in an organized way; i.e.,

   a. History - note the discrepancies, use for discussion
   b. Biography
   c. Current events

Setting the Stage for Learning - Pictures, books, films, and news articles. (Save conflicting pictures until later - ones which refute democracy.) (Pictures and stories - see Materials section.)

Does a democracy permit people to express their views concerning certain events? (Listen and record responses.)

Let's take a look at some pictures which show things which have and are happening in our country.

Justifiable - (individual or group) - non-justifiable motives of people involved in events. (News and pictures) Justifiable scenes which include all races. One-sided views of people via news and pictures.

Individual or group accomplishments - contributions of Afro-Americans, Indians, orientals, etc.

Pictures, news articles, books and magazines; all sides - all races. Personal experiences covering all races.

Pictures, magazines, news articles and books; one sided.

Individual or group status in relation to society. Personal experiences of all sides and one side.

Points of Discussion:

Based on Pictures and News Stories

- Learners will be able to use information from history, biography and current events in order to develop sensitivity and awareness of minority contributions and understanding of why minorities are dissatisfied with their conditions. Learners may conclude that riots, demonstrations, poverty and discrimination are a result of a democracy which is not "truly" a democracy when it comes to a person's race! or color.
- Learners will then be able to objectively restate and interpret the problem in terms of its interrelationships to data collected; i.e., is this a democracy for Negroes and Indians?
- Use new knowledge and experiences to develop principles in the solutions of Negro and Indian problems in our democracy.
- Learners should have experiences which will help them in the altering of any negative racial attitudes.

- Learners should have developed a hunger for more realism in education.

IV. Identifying the Problems, or Setting the Stage for Learning:

Which of these pictures or articles show signs of democracy at work? Why? (Pictures, magazines, news bulletins . . .)

KEY PROBLEM: Are there any pictures or articles which show anything other than what democracy represents?

Films, books, transparencies, and pictures. Which will refute data that ours is a true democracy?

Answers should be accepted and recorded by a secretary. (Possible responses.)

KEY QUESTION: If a democracy is all of these things freedoms of opportunity, speech, justice, etc., does everyone benefit from it? Explain your answer.

Is everyone contributing? Develop multi-racial examples of inventors, scientists, politicians, etc.

Show Silver Burdett Pictures - American as "Apple pie", voting, integrated schools, etc.

HYPOTHESIS: If it is true that we have a democracy, then what things should we see?

(List all responses or assumptions on board or chart. Or have class secretary record.)

All Americans in our democracy have the benefits of our democracy For example:

1. Right to vote. (If they meet the qualifications of the nation's constitution. No American citizens are deliberately barred from voting.)
2. Freedom of speech.
3. Equal opportunity - education, occupational, recreational
4. They are recipients of justice.
5. All citizens receive equal protection from the law, etc.

Note to the Teacher: May possibly see the value in guiding responses and keeping the focus within the realms of the unit - via media, reading, news, pictures, etc.

V. Establishing Criteria for Use of Data:

How are we going to decide if our democracy is a "true" one? Do we know what to believe? (From comparing pros and cons presented by the pictures depicting "democracy".

Note: Teacher brings in materials.
Class makes charts.
Teacher could show samples of pro and con.

Criteria

Democracy	Non-Democracy
1. A variety of races of people attending a meeting at city hall.	1. Picture of a Poll Tax article.
2. A variety of races of men building a bridge.	2. "White Only" signs.

Children find the information - Charts. (Books - old and new which may tell conflicting stories about the same event.)

Have children suggest other criteria.

Sources: (Especially newspaper articles, magazine articles)
Time of incident (the name of the reporter, writer, or historian).
Geographical position of reporter, in relation to the incident.
Validity of the source.
Comparisons in other news media of the same incidents.

Adequacy of reporters research in relation to complexity of the problems. The reporters or historians background information on the story or articles.

Criteria is "open-ended."

VI. Dividing Into Groups - Based on Hypothesis:
If it is true that we have a democracy, then we should see:
Group designations may vary from class to class.

A Democracy Has:

Group A: Freedom of Education	Group B: Right to Vote
Group C: Freedom of Opportunity.	Group D: Indian and Black contributors who have earned respect for their race.

Data will be available for each group. Or entire class may study data for several hypothesis.

Note: Each group will find information which supports or refutes their topic; i.e., does our democracy show Freedom of Education for everyone? Group A will answer Yes or No and support with their findings through sources and data used.

VII. Collecting Data: Chairman will help the group decide how to report to the total group.

How to organize and reword data in order to make it clear and useful. Possibility of setting up sub-hypothesis for further research. Bring out vast sources of materials here: (Group into useful segments for the group's use.)

- news clippings
- books
- films
- magazines
- bibliographies
- filmstrips

VIII. Summary of Data:

Group reports - chairman will act as introducer and see that his group proves or helps disprove the hypothesis and the subject of research.

forms - can be developed by classroom teacher
debates - oral
news reports or T.V.
Role-playing

Tape recorder - for reinforcement of learning and retaining accuracy of findings in the future - may also be used for skill-building.

Question and Answer Session

Restate the hypothesis - see if our information and report relate to the hypothesis.

Restate hypothesis and review assumptions.

IX. Evaluation:

Were our group reports objective?
Did we have sufficient evidence?
Does the class feel that we are ready to make a judgement on our hypothesis?

DO WE HAVE A TRUE DEMOCRACY IN AMERICA?

Discussion and "conclusion".

Find a picture, statement, or letter to editor which refutes our "conclusion". Is a true democracy idealistic . . . Or can we really ever expect to have a true democracy? How do you feel we may come closer to approaching a true democracy? However, this picture, statement or letter is only one case. Our amount of data should support our conclusions.

X. Leaving the Unit Open-Ended

Should we all, as citizens strive to attain a truer democracy?

* * * * * * * * * * * * * *

Democracy

Government by the people directly or through representatives; a country, etc., with such government. Equality of rights, opportunity, and treatment.

SCG:mg

AFRO-AMERICAN CONTRIBUTORS

AN EXPANDABLE MICRO-UNIT

Saundrah Clark Grevious

Minneapolis Public Schools
Task Force on Minority Cultures
September, 1968; Revised - March, 1969
C. Skjervold, Project Administrator

WE ARE AMERICANS TOO!

At Valley Forge we must admit
With Washington we did our bit;
In Eighteen Twelve we did our share
With Andrew Jackson, we were there.

Again in Eighteen Sixty Five
We helped the nation to survive.
Tho Lincoln said, "All should be free"
We helped to earn our liberty.

In Eighteen Ninety-Eight we still
Had work to do at San Juan Hill
We more than made our presence felt
To dear old Teddy Roosevelt.

And then came Nineteen Seventeen
Again they saw us on the scene,
Among the first to cross the sea
To battle for Democracy.

We love the soul and heart of it:
Our country which to us is best
And that means every part of it
The North, the South, the East and West.

At home there is no place for hate,
Division or disloyalty:
All that we have we dedicate
To unity and harmony.

When given any kind of chance
We've made the grade and shown advance
In business, science, letters, art
We've played a most surprising part.

In ring, on cinder path and field
True sportsmanship we have revealed.
And for all opportunity
We're grateful to Democracy.

Andrew Razaf

"In every war the citizen's responsibility to defend his country - with his life, if necessary - has been demanded of the Negro American. He has never failed his country."

Ref: Negro History and Culture: Selected Material For Use With Children Edited by Helen A. Archibald, pp. 53-54.

"Let us admit at once that history is neither scientific nor mechanical, that the historian is human and therefore fallible, and that the ideal history, completely objective and dispassionate, is an illusion. There is bias in the choice of a subject, bias in the selection of material, bias in its organization and presentation, and inevitably, bias in its interpretation. Consciously, or unconsciously, all historians are biased: They are creatures of their time, their race, their faith, their class, their country—creatures, and even prisoners."

THE NATURE AND STUDY OF HISTORY
by Henry Steele Commager

FOREWORD

The most effective teaching methods include varying degrees of flexibility. Therefore, this micro-unit in minority contributions takes on expandable qualities in order to embrace the needs of the teachers and the pupils who use it. It is a subject which deals with both the past and the present and can be effective in social studies and help to make life itself more meaningful to all concerned.

This unit is expandable in this practical sense: Each set of contributors can be enlarged by the addition of other past or present-day Afro-American or Indian contributors to society. It is expandable in that each person can be the focal point for an entire unit of study. The teacher and the pupils can make use of the many available sources and place new-found information into logical places within the class texts. A natural result of this will be an enlargement of our viewpoints and an increase in our knowledge and respect for those minority participants who have helped to build America.

The classroom teacher and her pupils may have many other ideas as to how to expand this micro-unit. These ideas should be tried. This kind of study can be very exciting and profitable. Each child and each teacher can be motivated into finding out more on his own. If this can be done and learnings are shared with classmates and colleagues, teachers and children will become more self-sufficient and richer for their efforts to get a less biased story of our country.

I. Micro-unit title: Afro-American Contributors

II. Concept: Contributors to civilization have been and are multi-racial.

Generalization: People of all races, religions and cultures have contributed to the cultural heritage. Modern society owes a debt to cultural inventors and heroes of other times and places.

III. Behavioral Goals:

A. The learner will be able to determine, from a set of references, that minority contributors have been omitted from our history and textbooks.

B. The learner will be able to identify at least (one during the demonstration) three of a set of Afro-American (or Indian) contributors and tell something about each one through a report, drawings or writings.

C. The learner will fill out a brief form on one or more of the contributors in his set. He will use this as part of his individual or group report.

D. The learner will be able to complete a picture booklet on Afro-American contributors.

IV. Setting the Stage for Learning

"Today, we're going to study in a new way. First of all, we will play a game of riddles.
And then, we're going to do some RESEARCH. Does anyone know how to do research or . . . What is the meaning of the word RESEARCH? Has anyone ever read Mr. Fixit's column in the newspaper? Do you think these people would have to write to him if they knew how to do their own research? (Obtain a copy of this news column.)

Show a few pictures of Afro-American (or Indian) contributors. Discuss them and something about their lives, especially their accomplishments. Note some of the Caucasian contributors who lived within the same time period, or who worked on some of the same kinds of things. Discuss, for example: Lewis Latimer - Afro-American, Thomas Edison - Caucasian. They were associates in the work on electricity. (See the story of Lewis Latimer.)

Harriet Tubman - Afro-American, William L. Garrison - Caucasian. She was the leader of the Underground Railroad. He was an under-cover agent, an ardent Abolitionist, just as she was."

Setting the Stage for Learning (continued)

Each child will be given an answer dial and a score sheet. Pictures of Afro-American contributors will be flashed on the screen from an overhead projector. We will play . . .

A Game of Riddles
(Remind pupils to dial their answers)

1. This is a man, he was a famous explorer during the fifteenth century. He was given credit for the discovery of America . . . Who was he?

   Turn on the overhead and reveal a picture of Christopher Columbus. (Note: For expansion of this unit in another direction, at a later date children may be confronted with information on the story of Leif Erickson and on the theory of African explorers who may have discovered America.)

2. He was born in Virginia and was supposed to have cut down a cherry tree. He was the first president of the United States. Who was he?
   Display a picture of George Washington.

3. This man founded a hospital in Chicago. He was the first person to perform open heart surgery. Who was he?

   Display a picture of Daniel Hale Williams. Ask - Do you think heart surgery is important? Why or why not?

4. This was a woman. She was an Abolitionist during the slave period. (Define abolitionist). She led hundreds of slaves to freedom through the Underground Railroad? Who was she?
   Display a picture of Harriet Tubman.

5. This man set up the first blood banks. He was responsible for the founding of blood plasma and for developing the techniques of blood transfusions. Who was he?

   Display a picture of Dr. Charles Drew.

Did you get all of the answers to the riddles correct? What was your score? Record your score and save it for future use.

Upon completing the research on the individual contributors in the sets in this unit . . . the children and the teacher may benefit from playing another game of riddles. The overhead makes the game more interesting in that it is not turned on until all of the guesses have been made.

Similar suspense can be built into the game by holding the picture behind one's back.

Key Questions

Is it true that many members of the White or Caucasian race have contributed to our society?

Have Afro-Americans or (Indians) contributed to our civilization? (More pictures of minority contributors may be shown at this point.)

(Getting the hypotheses from the children.) (Have someone record these responses.)

If it is true then, that Afro-Americans have contributed to our civilization. We could expect that . . .

(Possible responses from which the hypotheses may come.)

- They would be included in all of our history books, readers, stories, historical films, etc. That they would be shown in their "true" lights.
- They would be allowed equal opportunity and representation in government, voting, housing, education, business, etc.
- They would be recognized and respected as individuals and as a race of people worthy of complete freedom and justice.
- Other races would come to understand why Afro-Americans are dissatisfied with their present status.
- We would have known the answers to the riddles on Afro-American contributors.

V. Establishing Criteria for the Use of Data

"I have something to read to you about Thomas Edison and his inventions." (Read from one of the fifth grade texts; i.e., The Story of Our Country.)

"Now I'd like to read this account of the inventions of Lewis Howard Latimer, an Afro-American individual who lived within the same time period that Thomas Edison and Alexander Graham Bell lived." (Read pp. 289-290 of Eyewitness: The Negro in American History, by William L. Katz.)

We have shown contrasting pictures or read contrasting passages about the participation of Negroes in the development of our civilization. During the expansion of the unit the teacher may involve the class in comparing the copyright dates of sources. They may note that many of the newer materials do mention something of

the contributions of minorities. Many of the old materials completely ignore minority contributions, or if they mention them, the statements may be too brief, slanted or even ridiculing. The children should be able to see the many different interpretations of one event or accomplishment. It may be possible to develop that history is written to "fit" the times. Children may do further research on their own.

How do we know what to believe about Thomas Edison now?
How do we know what to believe about Lewis Latimer? What do you think we ought to do? Do you think there are more Afro-American contributors that we can find out about?
(Possible response: Maybe we should do some research.)

What sources of information do we have? Have a variety of materials in view: Books, films, filmstrips, records, pictures, etc.

Make a list of the available criteria, get other criteria from pupils (suggestions) leave this list open for future additions.

Should we divide ourselves into groups? (Sometimes it may prove feasible to work individually according to individual interests.)

Could we study and research about past and present contributors and group themselves according to this? (This is a possibility when doing further work on this unit . . . See the following suggestions.)

VI. Dividing into Groups: Suggestions A or B

BLACK OR AFRO-AMERICAN
CONTRIBUTORS
IN

A. THE PAST THE PRESENT

B. According toe the Sets of Contributors
Set A-Inventors, Set B-Explorers, Founders, Organizers, Set C-Revolutionists, Abolitionists, Civil Rights Leaders, etc.

(Several sets have been prepared for this micro-unit. It is a challenge for pupils and teachers to add other contributors to each set and to research and complete forms on each person in the sets.)

(Can devote one day to developing research skills. Use one contributor.)

If there are thirty children in the class and there are ten sets of Afro-American or Indian contributors, there would be ten groups of three children each to do the research on each set. The group leaders may assign one person to each child and see that each child has a form to fill out on his person. If there is ample time, each member of the group will be expected to complete the finding of information on each of the members in his set. He should list his sources of information. (For this demonstration, each child will be responsible for finding information on <u>one</u> person and giving a report on him.)

The children may sign up on sheets for the sets they want to explore. Several sheets may be distributed. Or a roll-call may suffice.

Are we ready for our research now? Let's quickly review some of the things we want to be sure and do as we go through our materials:

1. Write down the things you think are important as you read, listen to records, or view films, or filmstrips. Or you may draw pictures of things you think are important.

2. Ask questions whenever you need to.

3. Use this form, for gathering your information and for you report on the Afro-American contributor(s) you have chosen. (See the form.)

4. Use the source sheet for materials which will help you find your information quickly.

5. Be sure and make a note of <u>other</u> places where you find information on the people in your set.

6. Try to think of places where the people in your set may belong in your social studies books.

Distribute or let the pupils select the following or similar criteria:

1. Pictures and biographical sketches of Afro-American heroes of the past and present.

2. Magazine and newspaper articles about current accomplishments of Negroes on the local, state and national levels of our country and abroad.

3. Books which include the Afro-American in his proper perspective (some books which do not for comparison and the development of critical thinking).

4. Audio-visual aids of all kinds, including tapes, filmstrips, records, overhead projectors, etc.

5. Artifacts produced by minority cultures (if available).

An abundance of criteria can be collected for the purposes of expanding this unit.

VII. Collecting Information or Data:

(Select group leaders. Each group will decide their methods for organizing, recording and reporting data.)

If the teacher wishes to have her class use the Past and Present grouping she might use the following suggestions:

Suggestions for group research: Ideas for expansion are inherent in these suggestions.

Past

Abolitionists . . .	This group might find the many men and women who fought against slavery.
Contributors	(Inventors, etc.) . . . This group may construct their own history books. They may also find specific places in their class texts which omit Afro-Americans. They may add these persons in their own books. (They may use fly-sheets.)
Statesmen . . .	This group may make up a booklet about the participation of black people in the period after Reconstruction and also those who participated in the various wars.

Present

Abolitionists . . .	This group may make a scrapbook of current persons who are involved in the civil rights struggles.
Contributors	(Inventors, etc.) . . . This group might draw portraits and write biographical captions. They may work on calendars which pinpoint birthdates and accomplishments of Afro-Americans.
Statesmen . . .	This group may depict recently elected black people and something of their lives. They may also find information about Negro soldiers who are participating in the military in this country.

For demonstration purposes, we will work with sets of contributors without breaking them up into the past and present.

Sets of Contributors

1. Each person or group will have a set of Afro-American contributors. He has, in addition, a sheet with a sentence or two about his contributor and a list of sources, including page numbers, where he can get more information about his contributor. There is also, a form for recording any information he may find and for use during his report on his findings. More forms may be obtained as needed.

2. If the child can locate a picture of his contributor, he is to draw a picture at the top of his source sheet. This may be used as a cover for his report forms.

3. If pupils do not complete the research on the members in their sets, this is perfect motivation for carrying on the unit and expanding it after the demonstration is over.

4. From time to time the demonstration teacher will send out bibliographies, additional data, and other ideas for expanding the unit. If the classroom teacher wishes additional information. She may, of course contact the Task Force member at the office.

A Brief Outline of Content

(This is included as another point of expansion for this unit. Additional data and bibliographies will be available.)

I. Africa: The Birthplace of Civilization

A. The CONTRIBUTIONS of groups of black people in the early history of the world; i.e.:

1. The first pottery
2. The first smelting of iron
3. The first construction of tools
4. The first smallpox vaccination
5. The building of the pyramids
6. The building and the administration of great universities
7. The organization of great leadership in government, military and social life
8. The development of great cultures (art, music, religion, etc.)

B. The CONTRIBUTIONS of individual black people in the early history of the world; i.e.:

1. Emperors, pharoahs, queens
2. Artists, musicians, sculpturors, poets

A Brief Outline of Content (continued)

3. Military generals, heroes
4. Scholars

C. The contributions of the land of Africa itself.

1. Its human sacrifice into slavery for the development of America and some parts of Europe
2. Its raw materials

II. Early American History . . . The Emerging of the "Negro" . . . the heroes of that time period.

A. The Slave Trade
B. The perpetuation of the conditions of slavery
C. The people who fought for the end of slavery (especially the Afro-Americans)
D. The Afro-American contributors of this time period

III. Today's Negroes' Struggles for Freedom

A. The mood of the groups (If they vary. . . how they vary)
B. Individuals who contributed to the cause of Civil Rights and to the life of this nation in other ways
C. The relationship of current minority struggles for freedom to the struggles of minorities, particularly, the Negro, of the past

Questions surrounding the facts in the information available on this subject, may be devised to fit the needs of a particular group of children. These and other questions may serve to help everyone view minority people in a more positive way.

A time allowance should be set for reviewing data. When the time is up, class members may be called to order and prepare for their reports.

VIII. Summary of Data

Group (or individual) reports:

Each report should go back to our original hypothesis . . .

For example:

One group may begin this way . . ."Our group was working on Set A, Afro-American Inventors. We found that George Washington Carver was . . .

Another group may begin: Our group believes, based on available data and outside research, that Afro-Americans have contributed much to our civilization . . .

A Brief Outline of Content (continued)

Another group may choose to focus their report on African history and contributions . . .

Another group may choose to bring out some modern day problems and relate them to history. (An idea for expansion.)

One person may begin. . . We were seeking to find information which supports the inclusion of Afro-Americans in their proper perspectives in our history books, stories, films, etc. We have found . . .

(There are many other possibilities and procedures for summarizing data. The procedure during the demonstration will focus on the report form and on specific Afro-American contributors.)

A Game of Riddles

After reports have been given or after the classroom teachers and the pupils have involved themselves in expanding their knowledge of Afro-American contributors, another game of riddles can be played. The children will enjoy making up their own riddles about each person in their set. They may exchange sets or group reports for study purposes before the game. Scores should be kept and compared with the score from the demonstration sessions.

1. This was a man. He was the first to die in the Boston Massacre. At one time he was a slave and then a sailor. Who was he? Crispus Attucks . . . show a picture.

2. He founded the hospital in Chicago which is named Provident, her performed the first successful open heart surgery? Who was he? Dr. Daniel Hale Williams . . . show a picture.

3. This man verbally fought against slavery and accomplished many things for his people. He traveled abroad in search of support of his fight against slavery. This man had to teach himself to read. Who was he? Frederick Douglass . . . show a picture.

(The game can be as long or as short as the classroom teacher wishes.)

IX. Evaluation

Was it generally known that Afro-Americans contributed to civilization? Explain your answer.

Have we done enought research to prove that black people have contributed to our cultural heritage? Explain.

Is there proof that Negroes have always felt injustices and have fought against it from the beginning of their enslavement?

Are our sources reliable?

What are some other things we can do in order to increase our knowledge of the contributions of minority groups?

"I have a passage to read to you from a history book which is being used in our school system." Read the following passage from The Story of Our Country, by Clarence L. Ver Steeg, p. 154.

A Fight Took Place in Boston

One day in March, 1770, a big crowd of colonists gathered around several soldiers on one of the main streets of Boston. The colonists began shouting and throwing snowballs at the soldiers, and then attacked them. The soldiers fired into the crowd, killing five people. One of the dead was Crispus Attucks, a leader of the crowd. Attucks was a Negro who escaped from slavery and had become a sailor.

"Has our research and study been a waste of time: Here is a book which DOES include an Afro-American contributor."

(It is hoped that the children will note that this is just ONE example and that most of our textbooks have omitted or have been negatively biased toward the Afro-American. Our data has given us information that has not been generally available in classroom textbooks, the Afro-American has been omitted.)

"What can we say is the responsibility of all people in the light of the work we have done?"

(Possible responses . . . which may reflect on the hypotheses:)

- Our books and other materials should include Afro-American people in the story of America.
- Credit should be given to Afro-Americans and other minorities who have contributed to the civilization of the world.
- All minority people should have full citizenship rights . . . they and their forefathers have fought and died for it.
- Teachers and students should conduct individual and group research adventures in quest of a "truer" and more unbiased picture of the history of America.
- We should all come to regard all people as unique individuals who are capable of contributing to the advancement of civilization.

(These and/or similar responses may come forward out of the class. They may be recorded and used for further studies.)

Consider these Afro-American contributors for the expansion of your micro-unit.

Lewis Latimer
Andrew J. Beard
Paul Johnson
Ernest Everett Just
Elijay McCoy
Robert Pelham
Granville T. Woods
Norbert Rillieux
Robert Abbott
Marian Anderson
Paul Cuffe
Percy Julian
W. C. Handy
Lester Granger
Thurgood Marshall
Benjamin E. Mays
Jesse Owens
Sidney Poitier
Jackie Robinson
Paul Robeson
Robert L. Vann
Charles Young
Augustus Tolton
Constance Motley
Gwendolyn Brooks

Sources:

The Progress of the Afro-American
by John J. Patrick

The American Negro: A History in Biography and Pictures
by Norman McRae and Jerry Blocker

Great Negroes Past and Present
by Russell L. Adams

Eyewitness: The Negro in American History
by William L. Katz

The International Library of Negro Life and History

Note:
There are many other sources and many other individuals to use and find information.

* * * * * * * * * * * * *

"A day will come when beings who are now latent in our thoughts and hidden in our loins shall stand upon this earth as one stands upon a footstool, and shall laugh and reach out their hands amid the stars."

The Nature and the Study of History

FAMOUS AFRO-AMERICAN CONTRIBUTORS

JAN MATZELIGER, (1852-1889). In 1876 Jan Matzeliger came to Lynn, Massachusetts, from Dutch Guiana. He was destined to make important contributions to the shoe industry. Matzeliger discovered that the lasting process was the bottleneck in the manufacture of shoes; Lasting is the step in which the top of the shoe is attached to the bottom. It had to be done by hand. Veteran shoemakers said it was impossible to make a machine which could do the job. Secretly, Matzeliger began working on the problem, and in 1883 he received a patent for the first lasting machine. Unfortunately, he never reaped the benefits of his invention, because he died six years later.

BENJAMIN BANNEKER, (1731-1806). Benjamin Banneker, like Benjamin Franklin, was well known for his almanac. Banneker's annual almanac was read by many important men of his day. Banneker was an astronomer, a mathematician, a surveyor, and a mechanical genius. Probably his greatest honor was being appointed to the commission which defined the boundaries of Washington, D. C., and created a street plan for the city. Possibly his greatest idea was the suggestion in his 1793 almanac that the United States create a Secretary of Peace who would "promote and preserve perpetual peace in our country." This suggestion, however, was never acted upon.

DANIEL HALE WILLIAMS, (1858-1931). In 1893 Daniel Hale Williams won national acclaim as the first doctor to operate successfully on the human heart. However, his other accomplishments, while not as spectacular, were just as important. Dr. Williams graduated from Northwestern University's Medical School in 1883. His concern over the difficulty Negro doctors had in obtaining interships and the inability of Negro women to obtain nurse's training helped to spark his efforts to found Provident Hospital in Chicago. This hospital was the first training school for Negro nurses in America. Later Dr. William's established another nursing school at Freedmen's Hospital in Washington, D. C., where he served as surgeon in chief.

CHARLES DREW, (1904-1950). Charles Drew was an outstanding scholar and athlete. While at Amherst College he was a star halfback and captain of the track team. After he became a doctor, he did research on the properties of blood. From this research, his ideas of banked blood and the use of blood plasma were born. The British Army asked him to establish one for the United States government and the Red Cross. The use of blood plasma saved many lives during World War II. There is a tragic irony in the story of Dr. Drew. In 1950 this pioneer in blood-plasma research died from injuries received in an automobile accident. He had lain unattended too long and died from loss of blood.

GARRET A MORGAN, (1877-1963). Garret A. Morgan was born in Paris, Kentucky. However, he spent practically all his life in Cleveland, Ohio. His first invention was an adjunct to the sewing machine. This he sold for $150. Encouraged with this he began experimenting also other lines and came up with a Gas Mask. This mask was used in World War I. He often took on the character of an Indian Chief in order to get rid of some of his inventions. In 1924 he invented the first electric stop light signal, the rights to which he sold for $40,000. He established "The Cleveland Call," in the 20's. He also was in the cosmetic and other business fields.

JOSEPH BLAIR, (1904- ?). Joseph Blair was born in Augusta, Georgia. His schooling ended with two years of college. Being of an inventive turn of mind, he became interested in aero-dynamics. When only 24 years of age he sent plans to the government in 1928 for two stage rockets. Plans were laughed at as fantastic and impossible. Thirty years later Blair was called to Washington by the Big Brass to tell them why it was impossible for them to get rockets off the ground successfully. Blair lectured to them for three days. From this point on Rocketry became a success. Three of his inventions were taken by the Navy, and marked "Top Secret". In addition to patents on mouse traps, submersible submaring capable of making 80 miles an hour beneath the water. He developed the impeller for the, p-47, the governments long-distance fighter bomber. He also makes these superchargers for high-powered racing boats.

Make a big chart of these and other people on a scroll with a little something about each one underneath a picture. Ask which ones sound interesting to you? List them - find as much information about each one that you can. Fill out a form on each person.

REFERENCE: The American Negro; A History in Biography and Pictures, by Norman McRae and Jerry Blocker, illustrated by Carl Ownes, Impact Enterprises, Inc., 1965.

SCG:mg

IDEAS FOR EXPANDING THE EXPANDABLE MICRO-UNIT:

AFRO-AMERICAN CONTRIBUTORS

Saundrah Clark Grevious

Minneapolis Public Schools
Task Force on Minority Cultures
Spring, 1969
C, Skjervold, Project Administrator

A NOTE TO THE TEACHER CONCERNING UNIT EXPANSION

I. The Contributions of the Negro in America

"A Ballad of Negro History" by Langston Hughes

"The Once Upon A Time Story of the Negro America" by Edyth H. Ingraham

Making use of all of the Sets contained in the basic unit - Afro-American Contributors:

Set A - Inventors
Set B - Founders and Organizers
Set C - Revolutionists, Abolitionists and Civil Rights Leaders
Set D - Politicians and Statesmen
Set E - Education
Set F - Music, Theater, Literature, and Art
Set G - Sports (to be compiled by teacher and pupils)
Set H - Religion
Set I - Military (information included)

Incomplete Picture Books of Afro-American Contributors (Children are to find information and complete the book. It is hoped that they will find more contributors and add to their booklets.

II. Suggestions for Integrating Minority Contributions into the Class Textbook

Ref: The Story of Our Country by Clarence L. Ver Steeg

Exploring The Regions of the United States, by Gross, Follett, Gabler, Burton, Ahlachmede

(These are not cited as "poor" texts, but they are merely used as examples for depicting and filling in "gaps". It is not our purpose to give a complete list of places to add Afro-American contributors, but rather, to give the teacher an idea as to how placing minority contributors into a chapter, may be accomplished.)

III. The Contributors of Africa

Sample pictures with captions

An outline and bibliography of information

Try to obtain a copy of: "An Introduction of African and Afro-American History," by Milton D. Williams.

Other ideas may come from teachers and pupils.

A NOTE TO THE TEACHER CONCERNING UNIT EXPANSION

The weaving of minority contributions into the social studies curriculum is a great, but basically, uncomplicated challenge to the classroom teacher. In that the teacher is already familiar with the basic textbook, there is just the need for her to become more familiar with minority (Afro-American and Indian) history and culture. Upon increasing her general knowledge about minority contributions, the classroom teacher will find that certain portions of the story of America are slanted or biased. (See quotation in the unit by Commager.) The story or stories told in many of our books are slanted at the expense of the minority individuals. There are, obviously, many "holes" which can be filled in with the contribution of one or more minority persons.

Some of the materials provided in this micro-unit of Afro-American contributors have been, PURPOSELY, left incomplete. This is a challenge to both the teacher and the pupils to continue their research after the Task Force work has been begun. For example, Sets G and I are not complete at the time of the demonstration. (Neither are the other sets in view of the many people who could be added to them.) It is up to the teachers and the pupils to compile the contributors who would fit into these sets. Set G is concerning Sports. Set I is concerning Military. (Some information for this set is provided.)

For each of these sets and all other sets involved in this unit, the teacher is asked to find and pin-point sections in her social studies texts which do not have these contributors in them. (Pupils have been asked to do this, too.) The information on the source sheets, the children's booklets and sources brought in by the Task Force member are only a beginning. Teacher and pupils can compile other sources and information for inserting (methods to be devised by the class and the teacher) into the proper places in the basic texts.

It is suggested that the sets involved in this unit be studied and enlarged. It is further suggested that Caucasian people whose lives may closely parallel or touch that of an Afro-American contributor be cited. In many instances, it has turned out that the Afro-American was a prominent figure in the events of that period. In addition, there may be substantial evidence that the minority contributor was responsible for the many original ideas which resulted in successful and valuable inventions and contributions.

The story of Lewis Latimer is an example of the above. (See Eyewitness: The Negro in American History, by William Katz.) Lewis Latimer was an associate of Thomas Edison, his invention of the incandescent light was directly responsible for the success which

his associate experienced. Lewis Latimer also drew up the first plans for the telephone which Alexander Graham Bell has been given complete credit for. Wherever there are stories of the works of Thomas Edison and Alexander Graham Bell, Lewis Latimer should be an integral part of the story. Especially since he drew up many of the original plans for Edison's inventions.

Joseph Blair, designer of space rockets, is another Black American who has not been given credit for his efforts. He has been, in fact completely ignored. This man sent plans to the government for stage rockets. His plans were laughed at. Thirty years later he was called to explain to the "Big Brass" why they could not get their rockets off the ground. After his lectures and his plans were used, the government was successful.

A BALLAD OF NEGRO HISTORY

There is so much to write about
In the Negro race
On each page of history
Glows a dusky face.
Ancient Pharaohs come to mind
Away back in B. C.
Ethiopia's jeweled hand
Writes a scroll for me.
It was a black man bore the Cross
For Christ at Calvary.
There is so much to write about
In the Negro race.
Though now of Ghana's Empire
There remains no trace,
Once Africa's great cultures
Lighted Europe's dark
As Mandingo and Songhay
Cradled learning's ark
Before the Moors crossed into Spain
There is so much to write about
To leave their mark.
In the Negro race.
E're the ships of slavery sailed
The seas of dark disgrace,
Once Antar added
Winged words of poetry's lore
And Juan Latino searched
The Medieval heart's deep core—
All this before black men in chains
At Jamestown were put ashore.
There is so much to write about
In the Negro race,
So many thrilling stories
Time cannot erase;
Crispus Attuck's blow for freedom,
Denmark Vesey's, too.
Sojourner Truth, Fred Douglass,
And the heroes John Brown knew—
Before the Union Armies gave
Black men proud uniforms of blue.
1863—Emancipation!
The Negro race
Began its mighty struggle
For a rightful place
In the making of America
To whose young land it gave
Booker T. and Carver—
Each genius born a slave—
Yet foreordained to greatness
On the crest of freedom's wave.
Paul Laurence Dunbar
Penned his rhymes of lyric lace—
All the sadness and the humor
Of the Negro race.
To the words of colored Congressmen
The Halls on Congress rang.
Handy wrote the blues.
Williams and Walker sang,
Still on southern trees today
Dark bodies hang.
The story is one of struggle
For the Negro race—
But in spite of all the lynch ropes,
We've marched to take our place:
Woodson, Negro History Week,
DuBois, Johnson, Drew,
Cullen, Maynor, Bunche,
The cultural record grew.
Edith Sampson went around the world
To tell the nations what she knew—
And Josephine came home from France
To claim an equal chance
Through song and dance.
There is so much to write about
To sing about, to shout about
In the Negro race!
On each page of history
America sees my face—
On each page of history
We leave a shining trace—
On each page of history
My race!
My race!
My race!

—LANGSTON HUGHES

THE "ONCE UPON A TIME" STORY OF THE NEGRO AMERICAN

Edyth H. Ingraham

ONCE UPON A TIME many years ago, as explorers ventured out across oceans to new and strange lands, there came to the New World many tall, stalwart, brown and black men from the Continent of Africa to seek their fortunes and the thrills that valor, courage and adventure could bring.

Pedro Alonso Nino was the African pilot of the ship Nino, came with Columbus in 1492 to discover America. He carried Columbus back to Spain to receive his honors.

In 1513, Nuffo de Alamo and 30 other Africans came with Balboa, and helped to chop the way through the tropical jungles of the Isthmus of Panama to discover the Pacific Ocean.

Africans came with Ponce de Leon in search for the Fountain of Youth in Florida. Other Africans came with Menendez at the founding of St. Augustine in 1565. An African in the Hernando Cortez expedition as he invaded Mexico in 1519, planted the first wheat on the mainland of the New World.

Africans accompanied Spanish Explorer Ayllon up the Florida Peninsula into Virginia and helped to establish the town, San Miguel near the present-day Jamestown.

Estevanico became famous as he explored and opened the way for Spanish settlement in what is now Arizona and New Mexico.

Africans accompanied the French into Canada, along the Great Lakes, and down the Mississippi.

One of the most noteworthy early pioneers, scout and founders was Jean Baptiste Pointe Du Sable from Haiti, who spoke French, Spanish, English and several Indian dialects. In 1779, he built a lucrative for industry in the Northwest Territory. He founded on Lake Michigan at the mouth of the Chicago River the first permanent household that led to the City of Chicago.

As European settlers came to this land to seek religious and political Freedom, so did many early Negro families seek the frontier, a place apart from prejudice, where a man proved himself by showing he could survive the hardships of Frontier living.

George Rush, an explorer, adventurer, frontiersman, in 1820, traveled to the Pacific Ocean north of the Columbia River. He returned to Missouri and married. With his family and four other

people, traveled the Oregon Trail to settle in the Oregon Territory. Being refused the privilege of settlement, he moved north to the Puget Sound and built the first saw-and-grist-mill in the Puget Sound area. He became a valuable guide in helping others to establish themselves.

In 1909, probably the last great feat of land exploration was accomplished by Matthew Henson at the North Pole. While Robert Peary sat exhausted and weak from having his frost-bitten toes amputated, Matt Henson with the Eskimoes made the last dash to plant the Stars and Stripes at the North Pole.

During the 17th, 18th and 19th centuries, many brown men, women and children were brought from their beloved Africa to the New World.

They brought Gifts of Work and Service. They tilled the soil; worked the mines; harvested the crops; cared for the homes, and laid the tracks for the first railroads without pay for over 244 years in order to build the economic foundation of the South. Their labor, free labor, helped to make America a leader in the world of trade.

They brought Gifts and Skills as iron-smiths, wood-carvers, craftsmen, and cabinet-makers. They built many of the Southern stately mansions.

They brought Gifts of Poetry and Song. The Negro Spirituals form the only true American Folk Music originating from the sorrow, hopes, prayers and faith of Negro Americans as they worked in the fields and mines.

"Deep River"
"Go Down Moses"
"Couldn't Hear Anybody Praying"
"Swing Low Sweet Chariot"
"Nobody Knows the Trouble I See"
"Sometimes I feel like a Motherless Child"

From: Suggestions For the Teaching of Negro History, 1968.

1. Name the Afro-American contributors you have just read about.

a.

b.

c.

d.

e.

2. Would you say that Africans can be considered discoverers of America?
Yes No

Read the following statement:

While all the European countries were planning to send men out with ships to explore and discover, the Negroes living on the West Coast of Africa had discovered the New World. Some "scholars believe that more than a thousand years ago there existed on the West Coast of Africa a highly civilized seafaring nation which sent its ships to American shores. Peter Martyr, a learned historian and an acquaintance of Columbus, mentions a region, not two days' journey from Quarequa territory in the Darien District of South America, where Balboa found a race of black men. He thought they had come from Africa and had been shipwrecked on this Coast".

Find other information on Africa and its early history.

Has Africa contributed anything to civilization? Explain after your research is done. (Use a separate sheet.)

From Suggestions for Teaching Black History

Question: Another great scholar, Justin Winsor, believed that "skulls found in the caves in the Bahamas seemed to be very like those in the early humid places of the Canaries, "which are really a part of Africa. "A report of the Bureau of Ethnology finds support for it in the early American pottery with faces very much like Africans."

"A noted Harvard teacher, Leo Wiener, has written several volumes to prove this early coming of the Africans by showing how they made an impression on the life and customs of the Indians. He sees evidence of it in the resemblance of the Indians' religion to the fetishism of Africa, and in such borrowed African words as Buckra, canoe and tobacco.

Question: There were Negroes on the ships with Christopher Columbus when he discovered the New World. Columbus mentions them in his voyages.

Question: Later when other men were exploring the new country, Negroes were among them. "Negroes were in the exploration of Guatemala, Chile, Peru, and Venezuela in the company of Ponce de Leon in Florida . . . and with De Soto on the Mississippi. One Huflo de Clano distinguished himself as the faithful companion of Balboa to the Pacific Ocean." Always remember that "with the expeditions of Cortez in Mexico was a Negro, who finding in his rations of rice some brown grains, planted them as an experiment and thus made himself the pioneer in wheat raising in America."

Sources for these Questions:

1. Carter G. Woodson, The Negro in Our History, The Associated Publishers.
2. Carter G. Woodson, Negro Makers of History, The Associated Publishers.
3. Benjamin Brawley, A Short History of the Negro, MacMillan, 1938.

African Contributions to Civilization

I. Man was born on the continent of Africa:

Sources:

Books:

The Progress and Evolution of Mankind in Africa; by Dr. L. S. B. Leakey.

Before the Mayflower; A History of the Negro in America, 1619-1964, by Lerone Bennett, Jr., Chapter I.

Teaching Children and Adults to Understand Human and Race Relations, by Saundrah Clark Grevious, Published by T. S. Denison and Co., pp. 114-118.

A Guide to African History, by Basil Davidson.

Films:

Dr. Leakey and the Dawn of Man. EBF 1967, Col. 26 min. js.

II. Africa was in the forefront of all world progress:

A. World leadership in government, religion, education, etc.

Sources:

Books:

Great Rulers of the African Past, by Lavinia Dobler and William A. Brown.

A Glorious Age in Africa, by Daniel Chu and Elliott Skinner.

Teaching Children and Adults to Understand Human and Race Relations, by Saundrah Clark Grevious.

Before the Mayflower, A History of the Negro in America, by Lerone Bennett, Jr., Chapter I.

B. Africa contributed many material things to civilization.

Books:

Those listed on page eight; there are many others, as well.

Films:

Africa Awakens: Modern Nigeria. ATL, 1961, col. 22 min., ij.

Heritage of the Negro. NET, 1963 b/w 30 min., sa.

Buma (African Sculpture Speaks). EBF col. 9 min., jsa.

Negro Kingdom of Africa's Golden Age. ATL 1968, js.

Pamphlet:

An Introduction to African and Afro-American History, by Milton D. Williams.

Information for Developing Set I - Military

I. Revolutionary War

A. March 5, 1770 — Crispus Attucks died with Samuel Gray, James Caldwell, Patrick Carr and Samuel Maverick in the Boston Massacre. Their death rallied all to the cry for independence and Freedom.

B. June 7, 1775 — Negroes performed their duty at Bunker Hill; Peter Salem, a private in Colonel Nixon's regiment and broke the attack of British Major Pitcairn.

C. Black Haitian Volunteers helped to re-capture the Savannah.

D. Documents of the States indicate:
1. Rhode Island raised a regiment of 300 Slaves.
2. New Hampshire enlisted 629 Slaves.
3. New York enlisted 1500 Slaves.
4. Connecticut enlisted a regiment of Negro soldiers.
5. Maryland raised 750 Negro troops.
6. From Bunker Hill to Brandywine, from Valley Forge to Monmouth, Negroes fought gallantly side by side with white soldiers in ten brigades.
7. About 4000 Negro soldiers were scattered throughout the Continental Army.

II. War of 1812

A. Oliver Hazard Perry and fifty Negroes met and defeated the British Man-of-War in Lake Erie.

B. January 8, 1815, two battalions of 500 free Negroes fought with Jackson to break the hold of the British before New Orleans.

III. Civil War - 1861-1865

A. Early in 1862, Robert Smalls with eight Negroes, seized the Steamer, Planter and ran it safely past the forts and delivered it to the Union Blockade Fleet. Robert Smalls became a Colonel in the Colored Troops.

B. "Native Guards" of Louisiana organized and joined the Union Forces in 1862.

C. June 7, 1863, eight hundred Negroes fought with three hundred whites at Milliken's Bend.

D. At Port Huron in 1863. First and Third Louisiana Native Guards fought.
   1. First made up of free Negroes
   2. Third made up of Freed men

E. "Kansas Colored Volunteers" formed early in 1863.

F. Petersburg, July 30, 1864.
   1. Eight Negro Regiments cut through Confederate lines
   2. Three from Maryland
   3. One from Virginia
   4. 54th and 55th Regiments from Massachusetts

G. Nashville, Tennessee.
   1. 14th, 17th, 18th and 44th Regiments

H. 12th, 13th, and 100th Regiments of the United States Army.

I. Altogether, 186,000 Negro soldiers and 29,511 Negro sailors served in the Civil War.

J. 50,000 Negro soldiers and sailors died in the Civil War.

k. Commissioned Officers.
   1. Kansas - Captain H. Ford Douglas
      First Lieutenant W. D. Matthews
      Second Lieutenant Patrick A. Minot
   2. 104th Regiment - Colonel William N. Reed
      Major Martin R. Delany
      Captain O. S. B. Wall
      Dr. Alexander T. Augusta - Surgeon
      Dr. John V. DeGrasse

IV. Spanish American War, 1898

A. Ninth and Tenth Cavalry, the 24th and 25th Infantry took a prominent part in the assault at El Caney and San Juan Hill

B. Volunteer Negro troops from Alabama, Illinois, Kansas, Ohio, Virginia

C. Third North Caroline Infantry - Commanding Colonel James H. Young

D. Eighth Illinois Negro Regiment - Colonel John R. Marshall

E. Ninth Ohio Regiment - Major Charles Young

F. Colonel Charles Young, 3rd Negro Graduate of West Point, Hero

V. World War I

A. At the beginning of the War there were 10,000 Negroes in the regular army and 10,000 in the National Guards.

B. Between June 5, 1917, and September 12, 1918, - 2,290,429 Negro men registered for service.
1. 400,000 served in the U.S. Army
2. 200,000 Negro men went to France
3. 42,000 were combatant troops
4. 10,000 volunteered for tne Navy
5. 2,000 served in the American Transport Force
6. 92nd Division was the largest group of Negroes
   a. Infantry
   b. Field Artillery
   c. Machine Gun Battalion
   d. Signal Corps

C. Negro women served as yeo-women

D. 194 officers and men received decorations:
1. Congressional Medal of Honor
2. Distinguished Service Cross
3. Croix de Guerre
4. Legion of Honor
   a. Some noted heroes are:
      Henry Johnson
      Needham Roberts
      Sergeant William Butler
      1. Johnson and Roberts were the first Americans to receive the French Croix de Guerre for wiping out a German raiding party of 20 men.
      2. At the Battle of Argonne, the 368th Negro Infantry did noble service. Lieutenant Robert L. Campbell was decorated for rescuing Private Edward Sanders who was carrying a message.

E. 1200 Negro officers in every branch of service except the Air Corps.

F. The 15th Regiment of New York was under fire for 91 days.

VI. World War II

A. 3,000,000 Negro men registered for service
1. 701,678 Negroes served in the Army
2. 165,000 Negroes served in the Navy
3. 5,000 Negroes served in the Coast Guard
4. 17,000 Negroes served in the Marine Corps
5. 4,000 women served as Waves and Wacs

B. 500,000 men and women served overseas.

C. Colonel B. O. Davis, Sr. became first Negro Brigadier General.

D. William H. Hastie became Civilian Aid to the Secretary of War.

E. Colonel Campbell Johnson became Executive Assistant to the Director of Selective Service.

F. R.O.T.C. Units were added to Virginia State College, Hampton Institute, A & T College, Prairie View State College and Tuskegee Institute.

G. Lieutenant Colonel Benjamin O. Davis, Jr. of the Negro Air Combat Unit took part in the bombing of Pantelleria.

H. Dorie Miller was decorated by Admiral Ninitz for heroism in the Pearl Harbor attack. Later, he was killed in action when the aircraft carrier, Liscome Bay was lost in the Pacific.

I. Hugh Mulzac became America's first Negro Captain. He was Captain of the Liberty Ship S. S. Booker T. Washington.

J. Thirteen Liberty Ships were named for Blacks:
1. The S. S. George Washington Carver
2. The S. S. Frederick Douglass
3. The S. S. John Merrick
4. The S. S. Robert Vann
5. The S. S. Paul Laurence Dunbar
6. The S. S. James Weldon Johnson
7. The S. S. John Hope
8. The S. S. John H. Murphy
9. The S. S. Robert S. Abbott
10. The S. S. Edward A. Savoy
11. The S. S. Toussaint L'Ouverture
12. The S. S. Harriet Tubman

The S. S. Harmon, destroyer escort and first naval vessel named for a Negro, was launched July 25, 1943, and named in honor of Leonard Roy Harmon, Mess Attendant, First Class, U. S. Navy, who was posthumously awarded the Navy Cross for "extra-ordinary heroism." He lost his life serving in the Battle of Guadalcanal in 1942.

K. In December 1944, 2500 Negroes served in the Battle of the Bulge.

L. In the South Pacific, the 93rd Infantry served with other troops in jungle fighting - Mariannas to Okinawa.

M. By Executive Order #9981, President called for equality of Opportunity and Treatment Officer Training was opened to all in 1949.

VII. Korean War June 25, 1950

Negroes served together with white soldiers in all branches of Service. Dr. John A. Hannah, President of Michigan State University, then, Assistant Secretary of Defense stated: "The obligations to defend our country and our beliefs are borne equally by all citizens without regard to race or color or religion. It should be a real gratification to all thinking Americans to know that our Armed Forces are leading the way in demonstrating both at home and abroad that America provides opportunities for all of her people."

VIII. Graduates of the U. S. Military Academy - West Point

38 Graduates from Henry O. Flipper - Class of 1877 in the Infantry to Ira Dorsey - Class of 1960 in the Artillery.

IX. Graduates of the U. S. Naval Academy

14 Graduates from Wesley A. Brown - Class of 1949 to William E. Powell, Jr. - Class of 1959.

X. Cadets Currently Enrolled at the Service Academies

A. U. S. Military Academy
1. Reginald J. Brown - Class 1961
2. Kenneth L. Quinn - Class
3. Fred A. Gordon - Class 1962
4. Robert C. Handcox - Class 1963
5. Edgar Banks - Class 1963
6. William L. Ivy - Class 1963
7. David S. Jackson - Class 1963
8. J. R. Shavers - Class 1963

B. U. S. Naval Academy
1. Willie C. Byrd - Class 1961
2. Mack Johnson, Jr. - Class 1961
3. Jon A. Shelton - Class 1961
4. John T. Jackson - Class 1962
5. Donald McCray - Class 1962
6. Robert C. Newton - Class 1963
7. Holger G. Ericsson - Class 1963

C. U. S. Air Force Academy
1. Charles Vernon Bush - Class 1963
2. Osaac S. Payne, IV - Class 1963
3. Roger Sims - Class 1963

XI. Active Duty Distinguished Flying Cross Winners

1. Major General B. O. Davis, Jr., Deputy Chief of Staff - Europe
2. Colonel George S. Roberts
3. Lt. Col. William A. Campbell

4. Major Lee A. Archer
5. Major Robert J. Friend
6. Major Freddie Hutchins
7. Major Alva Temple
8. Major V. V. Haywood
9. Captain Leonard F. Turner
10. Hannibal Cox
11. Major Jack D. Holdsclaw
12. Major Clarence P. Lester, awarded the DFC for destroying three ME 109's on one combat mission while based in Italy.

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II

SUGGESTIONS FOR INTEGRATING MINORITY CONTRIBUTIONS INTO THE CLASS TEXT

THE STORY OF OUR COUNTRY

by Clarence L. Ver Steeg

Unit I—Europenas Discovered A New World

This unit begins with the story of Columbus. Pedro Nino, an African, or Negro, was the pilot of one of the ships in the fleet. This black man was mentioned not once in the events of this unit on discovery. One of the ships was named for him, the Nina, what a good place to insert information about this African explorer.

Another explorer of African descent, Estevanico, was credited with the founding of the areas known as Arizona and New Mexico. Still another black person was responsible for the settling of Chicago, he was Jean Baptiste Pointe DuSable. Why aren't either of these men, who certainly can be classified as explorers, mentioned in this unit on discovery. In your opinion, might the title of the unit be misleading? Were the Europenas the lone discoverers of the New World? (See questions 7, 8 and 10, from Suggestions for Teaching Negro History.)

Matthew Henson, an Afro-American who accompanied Admiral Peary to the North Pole, was actually responsible for planting the flag at the pole, shouldn't he be mentioned in this unit?

Some units in this book, especially concerning the wars, brings but some of the Negro participants in the military. Individual names, and heroes could be inserted in these sections.

There are stories of inventions in this book. Afro-Americans such as Jan Matzeliger and Benjamin Banneker who contributed the shoe-lasting machine and the plans for the lay-out of the city of Washington, D. C., respectively, could have been brought out in these sections.

What about the many black Abolitionists who fought for their freedom? What about the world leaders of the past and present, who just happen to be Negro? Where might information about them be inserted? The answer is, right along side those Caucasian world leaders.

Chapter 27, America Entered the Space Age . . . Robert H. Lawrence, an Afro-American astronaut, who gave his life during training, was not mentioned in this chapter. He could have been. Joseph Blair, a pioneer in space should have been written in, as well.

The above sections are posed as challenges to the teachers and to the pupils.

EXPLORING THE REGIONS OF THE UNITED STATES

by

Gross. Follet. Gabler.
Burton. Ahlschwede

Unit 2. Exploring The New World

A chronological exploration chart which can include the discoveries and explorations of Estevanico, DuSable, Pedro Nino and other black explorers.

Unit 3. Exploring Our Nation

The Participation of all races in the building of the U. S. into one of the most productive and powerful nations in the world.

The chronological chart could include, Jan Matzeliger, Garret A. Morgan, Joseph Blair, etc.

Unit 4. Exploring the Southeast

The story of the settlers of the New World, which certainly should include the Negro-who was already here, (See Lerone Bennett's, Before the Mayflower.)

Each of the chronological charts could have Afro-Americans inserted into their proper perspectives on the chart. The sets in this unit could serve to make such insertions more feasible.

Unit 5. Exploring New England

Afro-American inventors and participants in manufacturing, etc., might be placed here.

Unit 6. Exploring the Middle Atlantic States

Afro-American ship-builders can be inserted.

There are many other places and many other methods of filling in the gaps in your basic texts. Accept this BEGINNING as a motivating challenge.